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ABSTRACT

The emerging role of the family service worker is investigated in this paper. The family service worker, whose role is a result of school/community integration efforts, acts as a special resource to both schools and families, linking the educational and human service systems to maximize support for families. The Northwest Regional Educational Laboratory conducted an informal survey of 21 Northwest agencies and organizations that utilize family service workers to identify their responsibilities and qualifications. The family service worker role differs from that of the traditional social worker in the following ways: guided learning versus dependency; family versus an individual focus; and participants versus clients. Cultural awareness is also emphasized. Emergent issues involve confidentiality, educational standards, and setting boundaries between the service worker and participants. A conclusion is that the role reinforces the power of families to make informed choices about what is appropriate for their children and helping them secure life necessities. A list of surveyed programs and an annotated bibliography of 24 references are included. (LMI)

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THE Northwest Regional Educational Laboratory

PROGRAM REPORT

FAMILY SERVICE WORKERS: FACILITATORS OF THE INTEGRATION OF EDUCATION AND HUMAN SERVICES

December 1992

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and
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U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

Northwest schools are finding it increasingly difficult to successfully educate children. Many children and families in this region are experiencing poverty, crime, social isolation, and poor health. These social ills, according to Lisbeth Schorr in *Within Our Reach-Breaking the Cycle of Disadvantage* (1987), lead to "rotten outcomes" for children and adults. As families are increasingly challenged by these issues, they find it difficult to secure an environment that supports and nurtures the growth of children. Children who are members of these significantly challenged families are often "at risk" of failure in our schools.

Schools are looking for creative methods to support these significantly challenged families. Central to the solutions is an attempt to address the integration of education and human services. The Northwest Regional Educational Laboratory (NWREL) has undertaken research and development work to inform and support schools as they begin to address integration efforts.

NWREL's efforts have included the development of two papers: "Conceptual Synthesis and Review of Community Based Integration Activity" and "The Power of Integrating Education and Human Services: Achieving the Potential of the Northwest," which documents six critical elements of successful integrations, presents a developmental continuum, and provides detailed descriptions of four regional partner projects.

In a long term effort to assist Northwest schools to develop successful integration efforts, NWREL has begun to identify options and directions for continued research and development. Recently, NWREL has identified a new "role" that is emerging as a result of integration efforts. In this new "role" people act as a special resource to both schools and families. They understand agencies. Their primary function is to assist families to ascertain needed supports and information which strengthens the family unit and thus strengthens a family's ability to care for the children. The "Family Service Worker", as it is called by many, acts as an important link between schools and agencies and has been identified as critical to the success of integration efforts.

While this new role has many titles such as Client Advocate, Home School Consultant, Family Service Coordinator, Family Support Worker and Parent Educator, the term "Family Service Worker" is used within this paper to indicate this emerging role. The title given to this role becomes significant when considering the nature of the work being done. Many may wonder why they are not being called School Social Workers. The implication in the struggle for an appropriate name for this position relates to the changing role and approach represented by this work; this is a position for a change agent whose responsibilities transcend traditional boundaries of categorical social work.

NWREL has conducted an informal survey of 21 Northwest agencies and organizations utilizing people in the role of Family Service Worker (see Appendix A), and the information gained through these conversations form the basis of this report. The agencies surveyed offer services in a wide variety of settings and areas; all have a strong connection to education in the delivery of their service. Each program surveyed represents a unique approach to promoting the integration of education and human services. All were chosen on the basis of implementing the role of Family Service Worker. Some of those surveyed were based in schools while

others operated from an external base. All, however, were recognized by the schools in the delivery of "Family Service Worker" services.

This paper describes the role, responsibilities, duties, and methodology of this new type of professional charged with linking the educational and human service systems to maximize services for families. It also addresses why the school has become an important link in these efforts, ways in which this role differs from traditional social work, the emphasis on cultural awareness in the role of the Family Service Worker, and issues concerning the development of this role. An annotated bibliography is included to provide readers with information on current efforts and suggestions in this area.

THE SCHOOL: AN IMPORTANT LINK IN FAMILY SERVICE WORK

A move toward promoting family self-sufficiency through the integration of education and human services is the context for the development of this new human service role, with the schools as the focal point for implementation. The emergence of this role is part of a comprehensive ecological approach to providing social services to families with children in an effort to increase educational success. Currently, teachers are faced with situations in which they do not have the full range of opportunity to effect children's educational success because many children are coming into school with unmet needs. The role of Family Service Worker provides for a professional within the schools to act as a linking agent among parents, children, schools, and human services personnel in an effort to assure that children come to school each day in a position to learn. Underlying the development of this role is the belief that strong families, and the promotion of the family, is critical to the success of children in all areas of life, including education.

The school has developed as a central focus for the delivery of the Family Service Worker's services for many important reasons. First, it is the only public institution which relates to nearly every family within a community. Furthermore, school staff have ongoing daily contact with each child. This provides unmatched access and information on the needs of families as well as children--families who otherwise might not ever make connections with social services even though they are in need.

The association of family service work with the school is also enhanced by the tendency to perceive school as a more trusted institution than most others. In many communities, the school is representative of a traditional optimism that success in education is an escape from poverty, and locating family services within this context may prove beneficial. The school also may be one of the only well-maintained buildings in a community and is an easily accessed public place.

Equally important is the growing awareness of teachers and administrators that the children they serve need services which they cannot provide. More and more often children are bringing into classrooms problems and concerns beyond the realm of classroom instruction, yet inextricably linked to a student's success there. The development of this role reflects educators' awareness that many children have additional needs which must be attended to in order for all children to gain the full benefit of our educational system.

Therefore, the decision to provide for a Family Service Worker in schools is supported by the physical accessibility of the buildings within communities, benefits

of daily contact with students by a professional staff and, in some cases, community trust in schools--all of which have the potential to reduce or eliminate stigma which is often attached to receiving social service.

FAMILY SERVICE WORK VS. TRADITIONAL SOCIAL SERVICE WORK

Guided Learning vs. Dependency

The concept of family empowerment is shared within all programs utilizing a family service worker. Providing the opportunity for families to learn is an essential component of this work. The practice of teaching and guiding participants in the "how" of things was shared by all the programs surveyed. This approach is instituted at all levels of interaction, be it parent education or how to gain access to social services. For instance, part of one organizations effort to reduce the perceived inaccessibility to needed services includes the Family Service Worker physically accompanying participants through the process. By going to the location where service is provided with the participants and teaching them how to fill out the necessary paperwork, the Family Service Worker demonstrates the process to those who are having difficulty understanding it, and this fosters self sufficiency.

Family vs. Individual Focus

The programs surveyed by NWREL differ from traditional human service programs in that they work with the family unit as the recipient of services. This is an important distinguishing criteria, which runs contrary to the traditional practice of "treating" individual children or adults.

Fundamental to all programs surveyed is the recognition that even when individuals are the primary focus of a service, they exist within a larger context. Often the mission of a program is to increase educational success of children in the community. The Family Service Worker attempts to affect this by strengthening the family--supporting it in full recognition that the child's family is one of the most important foundations of success in life. This context of the family is considered in all decision making activity in the Family Service Worker partnership with the participant.

Participants vs. Recipients or "Clients"

In *America's Family Support Programs* (1987), Weissbourd discusses the use of new terminology to describe the nature of interaction in family service work. She suggests a change to conceptualizing those served as "participants" rather than "clients." This particular conceptualization of persons benefiting from the service addresses the participants' involvement and input in the change process. This is also intended to infer absence of a predetermined agenda for individual families entering into a service contract.

Whereas the brokering role that is present in most social work takes precedence in traditional methods of human service delivery, the advocacy role takes precedence in the Family Service Worker's interaction with the participants. The families are intended to have maximum opportunity to express their perspective in case

planning. In this role of advocate, the listening abilities and the need for the Family Service Worker to abandon any preconceived agenda takes on essential significance.

This work invokes a "new" type of intervention. It is not counseling in the normal sense of the word, but a facilitation and collaboration at many levels, where the Family Service Worker advocates for the family with knowledge of their individual needs and concerns.

This interaction is best exemplified in the method of goal setting shared by those surveyed. Most organizations did have predetermined "goals," but they are generalized, outcome oriented, and aimed toward family self-sufficiency. At the outset, the families are involved in creating their own goals toward family self-sufficiency. They are directly involved in defining the particulars of the case plan, making the goals applicable to their lives, and deriving from their personal perspectives. Success is not measured by some external behavioral criteria established by the Family Service Worker or agency, but by the degree to which the goals established by the families are met. In this capacity, those served become participants both in theory and practice by being active in the process of change and improvement of their situations.

CULTURAL COMPETENCY

The partnership between the Family Service Worker and participants is reinforced by the cultural and community awareness of the worker. In the past, many social work practices tended to produce conformity to a singular cultural perspective, usually that of the dominant culture. Family Service Workers expand on this narrow conception of "appropriate" familial behavior. Participant goal setting, as well as the requirement that the Family Service Worker maintain the cultural perspective of the families with whom they are working, both contribute toward a culturally appropriate approach.

The traditional concept of clients with problems that need to be fixed or remediated in a predetermined way is replaced with a broader understanding of the world view of those involved in the partnership. Within this collaborative, interactive framework, Family Service Workers must consider how a family's cultural perspective contributes to the decisionmaking process they enter into with the participants. This approach promotes respect for cultural beliefs, and practices, as well as individual parenting styles. An underlying assumption is that parents want to do what is best for their children. The success of the Family Service Worker is dependent on this belief, which is critical to establishing the partnership necessary to successful outcomes.

Means for achieving culturally appropriate service delivery vary. One respondent discovered that interns and practicum students can serve a purpose in this arena. First, these students have been required to complete coursework in Ethnic Studies, and the Family Service Worker can benefit from this source of current knowledge. Also, these students can be potential candidates for future positions after demonstrating competency in this capacity. Others surveyed suggested that the Family Service Worker be from the community served, and that preferential consideration be given to these individuals when staffing.

GRASSROOTS DEVELOPMENT

Recognition and implementation of the role of Family Service Worker has risen from the "bottom up." There has long been recognition at policy levels within the system that service delivery is too fragmented and therefore inaccessible to those most in need. However, community awareness of this situation has become the driving force behind the development of this role. The need for such a role has been represented within the literature, but a great deal of the impetus has come from reactions to local needs observed by front-line workers.

More often than not the Family Service Worker position developed in response to explicit cries from those involved with education and social service on the front line. This is why, when questioned, administrators responded that the development of this position was "strictly grassroots."

At the policy and planning levels, the need for this role often has been gained through more formal means, such as community needs assessments which reveal that numerous local agencies were serving individual members of the same families. In this context, the development of the position evolved from a need for the system to become more efficient and avoid duplication.

Overall, human service workers and educators alike expressed that through their work with children and families it was realized that many families had basic needs which were going unmet, and that if left unmet any other effort to affect larger issues was futile. Community members, educators, and human service workers all recognized the need for a facilitator, knowledgeable about the community and its resources and able to cut through bureaucratic barriers to expedite comprehensive service to those in need.

ROLES AND RESPONSIBILITIES

An examination of the job descriptions developed by organizations surveyed has yielded a working definition of the role of the Family Service Worker: **The Family Service Worker strengthens families with children and assists them in securing needed services by engaging them in the development and implementation of individual case plans aimed at building self-esteem, self-sufficiency, and a positive nurturing home environment.** This is achieved through accessing services from a wide array of community agencies; developing a program for increasing family involvement in school activities; providing parents the opportunity to learn about children's social/emotional, physical, and cognitive development; and providing assistance to school staff in meeting the needs of students.

To achieve these ends, the Family Service Worker must assume a wide variety of roles and responsibilities. In many ways the role of the Family Service Worker is best described as pragmatic. This person's primary responsibility is ensuring that the basic needs of families can be met. Often this means finding appropriate child care so that a mother can return to work or school. Other times it means providing for a bus pass or finding funds to pay an electric bill. Schools and communities increasingly share the assumption that unless basic needs are met, all other types of intervention are less relevant.

Another important responsibility of the Family Service Worker is maintaining a focus on the positive aspects of individual family practices and beliefs, and reinforcing them. In answer to questions regarding important personal qualities required of a Family Service Worker, the response most often given was a nonjudgmental disposition. It is imperative that workers not have their own agenda when developing and carrying out a case plan. The idea of, as one respondent phrased it, "saving children from horrible parents," is the antithesis of the approach the Family Service Worker is required to take. As more than one respondent offered, the Family Service Worker has to be respectful of where a person or family "is at." Being able to listen and actually hear what people are saying, accompanied by the ability to assist in conflict resolution, were cited as indispensable skills the Family Service Worker must possess. There was consensus that the role calls for someone who is not only able to look on individuals families without judgment, but is also able to recognize their individual strengths and to build on them.

The themes of respect, acceptance, and cultural/community awareness ran throughout the conversations about the role of the Family Service Worker. Personal qualities and abilities such as these carry a lot of weight in staffing this position. Listening and communication skills, ability to provide positive feedback and empathy--skills that are critical to both teaching and social work--are magnified in the role of the Family Service Worker. These abilities were given as most important requirements for the position, often above any educational specifications.

A Family Service Worker also must have current and broad knowledge of local community resources. The importance of networking with community resource persons can not be overestimated in this work, as one of the primary responsibilities is to access such resources with the participants. Every individual surveyed stressed the importance of establishing relationships with local resources and knowledge of these resources was frequently stated as a principal obligation of the job.

In an ideal situation the agencies instituting this role will be involved in a true integration approach, such as that described by NWREL in the paper *The Power of Integrating Education and Human Service: Achieving the Potential of the Northwest* (1992). The relationships among the schools and local social service agencies ideally would be characterized by a merging of the administration and daily workings of various programs or services. Achieving this level of integration is not a simple task. Many of those surveyed shared coordinated relationships, meaning they were able to access services and share information in a supportive fashion across agencies, but were not yet fully integrated. At the same time, suggestions for developing coordinated relationships into more cooperative or even integrated ones were many. They included regularly scheduled meetings with local agencies, frequent phone calls, and a greater than normal effort by the Family Service Worker to have contact with these agencies. Obviously, the Family Service Worker role increases the movement of the organizations involved along the continuum from coordinated service delivery to full integration. However, these measures alone cannot always produce full collaborations. Often changes at the policy level within individual organizations are necessary.

Establishing strong relationships with school staff is another important part of the Family Service Worker role. Those surveyed expressed a great deal of satisfaction arising from positive relations with their schools. Although not all Family Service Workers involved in the survey worked directly in school settings, those who did provided a wealth of information on developing these relations and indicated their importance in the success of their work. Much like the relationships with those who

receive their service, many of the family service workers perceived their relationships with the schools as "partnerships." Some respondents commented that they were part of the staff themselves and that they felt they were a "valuable resource for the teachers."

The techniques for establishing a strong relationship with school staff and maintaining it vary widely. Family Service Workers attend staff meetings, are part of interdisciplinary team meetings, and generally make their presence not only known but felt within the school. Many of those surveyed make presentations to the staff on their function in the school, but this does not always seem to be enough. Initially, one Family Service Worker approached the school by making a presentation. Now, after committing to specific hours on the campus the worker's referrals have increased and relations with the staff have improved. Regularly scheduled and consistent hours of availability at the school is essential to establishing well functioning relationships with the school and families. Furthermore, choosing the hours to be available at the school site also is critical and must be timed to coincide with the arrival or departure of the children to insure access to both parents and teachers. No matter what form the relationship with the school staff takes, successful ones are characterized by sharing, open and informal networks based on dependable availability of the Family Service Worker to the staff and parents.

QUALIFICATIONS

The role of the Family Service Worker is comprehensive in scope. This job demands a person be able to function in many different roles and work settings. The administrators who hire for this position look for a variety of personal qualities and abilities, and consider them to be as important as educational preparation. Administrators consistently emphasized: ability to communicate well, respect, high degree of organization, nonauthoritative personality, willingness to take risks, interest in change, and general understanding of the community and it's issues as highly valued qualities.

The pattern in the educational requirements for the position are less consistent than for personal qualities. Two-thirds of those surveyed require at least a bachelor's degree. Many of those within this group would prefer a master's and a few require it. The disciplines most favored are early childhood education or development, psychology, social work, education, and other related disciplines. Family Service Workers were not typically recruited from any single discipline, but administrators reported looking for individuals with knowledge of both social services and education. Some favored social work backgrounds because it provided the individual with formal methodology for case work. Others favored a background in education, as they felt the discipline of social work produced individuals who are too problem oriented.

A third placed emphasis on work and life experience, as opposed to an advanced degree. A few required an associate degree, but this requirement often could be met by sufficient experience working with children or in social service. Two of the 21 programs required only a high school diploma, and indicated that a shared cultural and linguistic background and experience working with people in human service was more relevant to the work than an advanced degree.

Presently, the qualifications are being re-evaluated by many of the organizations surveyed. The emergence of this role is relatively new and a consensus on the appropriate educational background has not been reached. However, respondents indicated that the position is already being considered for upgrading. Increasing professionalization of this role appears to be on the horizon.

DUTIES AND METHODOLOGY

A slight majority of Family Service Workers surveyed were contracted to work full-time during the school year. Nearly half said they really end up working more hours--often times unpaid for the "overtime." In many cases, the inability to add more hours relates to funding. Many of those questioned acknowledged a need for this position to be upgraded to a year round position, and almost half of those surveyed reported being employed full-time for the entire calendar year.

It is clear that most Family Service Workers believe this position functions best as a year round, full-time job. Working in the summer eliminates disruption in the relationship with the participants and also provides time for the Family Service Worker to catch up on paperwork and data collection. This duty may not appear significant, yet it is important to securing their jobs, particularly when many of these programs are in their infancy and grant support hinges on proper documentation and evaluation of their work. Realistically, the summer is a necessary time to keep in contact with the families, as their needs do not dissipate when school is not in session. Maintaining relations with the families over the summer, even if it is for pizza and picnics, allows the Family Service Worker to better serve the long term needs of families.

Family Service Workers also are distinguished in the way they use their work time. When questioned as to what a normal or routine day is like, they replied that there is no routine. Flexibility appears to be the common thread among the day to day callings for Family Service Workers. During normal working hours, traditional focus on quantitative measures of time to indicate "successful" service practice are of little use by Family Service Workers. Only a few of the surveyed programs had time minimums, and these were routinely exceeded in practice.

In terms of time devoted to families, the trend is toward individually tailored allotments of time with each family, dictated by each families' need. For instance, contact one week may consist of a phone call lasting 15 minutes, but the next week the same family may be in crisis and require more support and contact. The job is designed to accommodate such fluctuations. The freedom to set individual standards of contact time is an important prerogative.

Family service work also is set apart by the type of contacts favored. The majority of Family Service Workers interviewed have office space or a central location where they can place and receive phone calls, do paper work and other organizational activity. Yet the majority of interactions with participants takes place elsewhere. Nearly all surveyed programs utilized home visits, noting their several benefits. Opportunities arise in a home visit that would not present themselves otherwise. By visiting participants in this natural setting, the Family Service Worker can get a clear and complete picture of the physical conditions of the family home, including the neighborhood and lifestyle. The home visit also is an opportunity for the Family Service Worker to observe the family interacting in it's typical environment, presenting a more realistic view of the family than can be obtained in office visits

alone. Along with home visits, respondents reported public places and parks as common sites for contacts with participants.

In addition, Family Service Workers are responsible for providing information to parents on their child's development. This responsibility aims at providing parents with knowledge on the stages of the social/emotional, physical, and cognitive growth of their children. Often this is achieved by providing parenting education workshops, classes, and less formal discussions of child development and the parenting role. These types of activities respond to the needs of adults as learners, which is another important belief underlying family service work.

Due to the relative newness of this role, there is a great need for in service and training for Family Service Workers. Almost all of those surveyed attend in services, conferences, or other types of training programs as part of their jobs. Reportedly, access to resources to attend such meetings is good. Most people had the opportunity to attend three or more in services a year. Furthermore, most respondents conveyed that these were helpful and contributed positively to their knowledge and work. There is some indication that as the program develops and becomes staffed with more experienced Family Service Workers, the perceived necessity for such enrichment activities diminishes.

EMERGENT ISSUES

The emergence of the role of Family Service Worker has brought with it a set of issues surrounding service delivery. After discussing the role and implementation of this type of service with both program administrators and Family Service Workers themselves, a number of concerns and considerations emerged.

The foremost concern when instituting the changes necessary to develop this position is that of confidentiality. The sharing of information among and between agencies is an essential component of the work, yet initially may be in conflict with policies of a previous type of delivery system. The nature and severity of such barriers may vary from agency to agency but, in general, present a challenge. Many concerned agencies are already devising new and appropriate policies which act to eliminate such barriers. One commonly utilized method is a signed information release form. Some agencies prefer less formal means, such as verbal consent or agreement between professionals. In any case, information and sample policies abound in the literature on this subject and are referenced in the Appendix.

Another issue involves the educational requirements of the job. Some are concerned that over-emphasis on shared culture or experience between worker and participants may come at the cost of valuable formal education. Some programs opt to use volunteers or past participants who have been successful as Family Service Workers. Often times this is beneficial to all concerned. However, the use of non-professionals in this capacity must be carefully scrutinized. One concern involves the ability of such individuals to maintain the objectivity which this role requires; another is the lack of formal theoretical knowledge of social work methods and early childhood development.

As an example of the lack of clarity on the issue of educational standards, one program initially started out requiring at least a bachelor's degree for this position. Later, they came to believe that this position did not call for specific professional training and did not require a degree. Now, they have moved back to requiring at

least a bachelor's, stating this experience has shown them that the job requires formal education.

This example is in line with the trend toward increasing professionalization in the field. Programs which have traditionally used only volunteers have begun to employ more and more professionals in this capacity due to what they see as the increasing need for professional assistance by the participants. Although much of the work is pragmatic in nature, respondents stressed the need for persons who occupy this position to have formal education. This formal education provides the Family Service Worker with a "systems perspective." Others cited increasing numbers of students entering school with "special needs" as another important reason why the Family Service Worker must be formally educated. These children's needs sometimes go beyond the pragmatic and thus require the assistance of a person with the ability to identify these instances and secure the appropriate referrals. Already, increasing professionalization is occurring, and many of those programs requiring a bachelor's are upgrading the position to require a master's.

Lastly, there is concern over the establishment of boundaries in the relationship between the Family Service Worker and participant. Clear parameters of the helping relationship must be established between the parties. Due to the open and less formal nature of much of the interaction, the issue of establishing clear boundaries takes on greater significance. Often times the Family Service Worker meets with participants in social situations, where the traditional boundaries of interaction can become blurred. The Family Service Worker may be from the community served, or intends to be accepted as a community member, and becomes involved in many of the activities within that community. This type of interaction opens the possibility for confusion over the "helping" role the Family Service Worker is assuming. In light of this, setting boundaries can become an important part of establishing the partnership, and special attention should be given to this concern.

CONCLUSION

The Family Service Worker represents a more holistic approach to providing human services than the recent past trend toward specialization in both education and social work. The multitude of roles and responsibilities this person assumes answers many needs within the community. These include advocacy on the part of those needing assistance, reduction in the duplication of services, and expedited assistance to families.

The Family Service Worker can come to represent the connection among education, children, families, and social services--the hub of community interest in child rearing. They are often the crucial link in the middle of a web of interactions. Ideally, the Family Service Worker is seen as a community member--a person who is there on an ongoing basis, who can be relied upon within the community, and who is able to advocate for families within a system that has become increasingly impersonal and impenetrable. By locating such workers within the schools we are potentially able to reach all children whose families need assistance.

The Family Service Worker is a change agent; yet, the importance of each family's input in determining change is central to their function. The Family Service Worker must not only be nonjudgmental and accepting, but also possess a true belief that

parents want what is best for their children and are capable of creating an environment which contributes to their success in life.

With these ideals in mind recognizing the need for the role to retain a broad scope of influence and responsibility does not require a leap of faith. In a system placing emphasis on specialization of services, the Family Service Worker represents a role dedicated to doing "whatever it takes" within a broad community mandate to improve outcomes for children and their families. Here is a role reinforcing the power of families to make educated and informed choices about what is appropriate for their children and assisting them in a respectful and timely way to secure the necessary basics in their lives.

The degree of interest in implementing this role is spreading quickly. Efforts to integrate education and human services are occurring with increasing frequency. As that movement continues to grow, the use of Family Service Workers, linked to the school, seems likely to increase in the Northwest and nationwide.

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APPENDIX A

SURVEYED PROGRAMS

SURVEYED PROGRAMS

Crisis Intervention Services
Family Focus Program
Medford, Oregon

One of three major programs within this non-profit social service agency, the Family Focus Programs aims to prevent child abuse and neglect. This is addressed by assisting families in living together effectively so that children will function better in school, and empowering parents and children to create positive family relationships. The program is funded through state, county, foundation and other local sources.

Parrott Creek Ranch, Inc.
Learning with Infant & Toddlers
Marylhurst, Oregon

This early childhood program, housed in a treatment center, serves parents with young children at four sites in Clackamas County, Oregon. Their purpose is to reduce the incidence of abuse and neglect, and develop support components of familial relationships.

Hood River County School District
The Success Program
Hood River, Oregon

This program is sponsored by Hood River County School District, both financially and administratively. They serve middle and high school students at risk of dropping out, or those who have already dropped out, to complete school. The youth work to develop goals leading to changes which enhance educational success with a service worker from the district.

Puget Sound ECEAP
Pierce County Community Action Agency
Tacoma, Washington

This is a state funded comprehensive, family focused, preschool program modeled after Head Start to provide education, health, parent involvement and social services to 5,000 four year old children and their families living in poverty. The program's are center based and/or home based, locally designed, and operate with funding from Head Start, ECEAP, and ESD.

Parent Child Services, Inc.
Portland, Oregon

A federally funded Head Start program serving greater metropolitan Portland's low income families with children ages birth to three.

Marion Education Service District
Migrant Even Start Project
Salem, Oregon

Chapter 1M-migrant education funds finance this project through the Marion ESD. Migrant families in six school districts in Marion and Yamhill counties (primarily Russian and Hispanic cultural groups) are served. The goal of the program is to empower parents to become equal partners in the success of their children, while making children and parents lifelong learners.

Chemeketa Community College
New Work Force Program
Salem, Oregon

Based out of the community college, this program serves adults and their families going through career or personal transitions in Marion, Polk, and Yamhill Counties. The program goal is to support and foster economic self-sufficiency. Services are provided on a drop in or scheduled basis. Classes and/or conferences on parenting issues as well as balancing work and family concerns are offered.

Prevent Child Abuse
Child Advancement Project
Bozeman, Montana

The goal of this program is to develop interdisciplinary teams in schools, with the assistance of community specialists to address specific academic and social needs of referred children, and to provide access to parenting education and other resources to parents. Currently children and parents within 7 elementary schools in Bozeman, Montana, are being served.

Birth to Three
Eugene, Oregon

A program serving families of children ages birth to three in Eugene and Springfield, Oregon, to prevent child abuse and neglect, and strengthen families with parent education and support. Their mission is to promote long term family survival. Their efforts include holding sessions in the schools, and working with an advisory committee from each participant school. A special curriculum, "Make Parenting a Pleasure" has been designed for use with low-income families in the Eugene/Springfield schools.

Albina Head Start
Transition Project
Portland, Oregon

This project is one of 32 national demonstration programs funded by The Department of Health and Human Services. The program is designed to demonstrate and evaluate an innovative model for providing a comprehensive and integrated program of educational and support services to children and families beginning in Head Start and continuing to grade 3 in the public schools.

Columbia Villa/Tamarack Community Service Project
Portland Public Schools
Portland, Oregon

As part this special project, Portland Public Schools provides a Social Worker at the Columbia Villa housing project to provide support and assistance to families with children in public school. The purpose is to help families to become self-sufficient and healthy emotionally and physically, so that the children can succeed in school.

Portland Public Schools
Insight Teen Parent Program
Portland, Oregon

Young women or men, 19 years or younger, who are pregnant or parenting are the targets of this program. Individual outreach, case management, and support groups are provided with the aim of eliminating barriers to educational success of young parents. The program was designed in collaboration with Portland Public Schools.

Linn-Benton Community College
Jobs Program and Child Care Resource & Referral Program
Albany, Oregon

These are two separate programs primarily serving persons receiving AFDC. The goal of the Jobs Program is to promote self-sufficiency and provide avenues for getting off of welfare. Counseling, parent education and other classes are offered. The staff of the Child Care Resource and Referral Program work with a broad purpose of assisting parents in finding and evaluating child care options. Both programs are located on a college campus serving a rural two county area.

Albany Public School District
Even Start Program
Albany, Oregon

Even Start is a family centered program offering adult literacy, parent education, and early childhood education components. The guiding beliefs of the program are: parents as teachers, parents as learners, and children as learners. Eligible children between the ages of 1 and 7 must reside in a participating Chapter 1 area school, and have parents who are eligible for a federal adult literacy program.

Seattle Public Schools
Family Support Worker Program
Seattle, Washington

This is a demonstration project funded by the City of Seattle and Untied Way of King County, employing 20 Family Service Workers and a project supervisor. The program is housed in, supervised by and administered through the public schools. The program works with families from 20 designated areas with a high percentage of at-risk children. Based in the schools, they support and access social services, and

try to increase parent involvement in each students education in an effort to improve educational achievement.

Linn-Benton Education Services District
Youth Service Teams
Albany, Oregon

The program originated from a federal pilot grant project. The program uses an interagency collaboration approach to provide services to at-risk youth and their families. The ESD provides family services to low income families residing in Linn County School Districts. Activities include assistance in accessing resources and advocacy for the participants in an effort to assure equal access to education and family empowerment.

Eugene Public Schools
Whitaker Community School
Eugene, Oregon

A school wide project financed by Chapter 1 funds serving the lowest income community in Oregon. Program activities include advocating for families, connecting them with necessary service, and information and resource referrals. This program features a strong bicultural, bilingual staff.

Grays Harbor Pupil Services Cooperative
ECEAP Aberdeen School District #5
Aberdeen, Washington

The Aberdeen Preschool Project is a model for providing a variety of early childhood education services in the public schools. The project offers and open enrollment, no fee developmental preschool program for typical four and five year old children.

Chemeketa Community College
Self-Sufficiency Center
Salem, Oregon

The program is a branch of the State of Oregon Adult Family Services, situated in a community college setting. They serve families in Marion County, with the exception of Jefferson and Scio. Their focus is on employment, developing job skills for adults, and addressing family self-sufficiency issues. Families are assisted in achieving self-sufficiency in a multitude of ways including assistance with basic needs and educational courses.

Combined Case Management
Toledo, Oregon

In July 1990, Lincoln County hosted a pilot project which was a state-local partnership to increase the effectiveness of the social services system in meeting the needs of children from multi-needs families. This program presents a model of a

collaboration where existing community agencies have combined staff and facilities. The target of these efforts are families living in the total enrollment area for Toledo High School, which is situated in a low-income, rural, area of Oregon.

Cities in Schools
Seattle, Washington

Cities in Schools is a collaborative effort to provide school site coordination of community, social, health, and volunteer services to prevent students from dropping out. Their mission is to bring these services to the schools and coordinate them through a personalized and accountable delivery system to youth and their families, particularly those most "at-risk." Nationwide, the program model operates at more than 240 sites, and in the Seattle-area there are 24 participating schools.

Special thanks to Regina Kawasaki for collecting the data from these organizations.

APPENDIX B

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

Ascher, C. (1990). Linking Schools with Human Service Agencies. *Clearinghouse on Urban Education Digest*, 62, pp. 3-4. (ERIC Document Reproduction Service No. ED 319 877)

Discusses the connections being established between youth serving agencies and schools. Schools are perceived as a natural focus for the combination of services. Components of a successful collaboration are outlined including staffing needs. The roles of teachers and human service staff are redefined to allow for the provision of comprehensive services.

Association of California School Administrators. (1991). Getting Our Acts Together. *Thrust for Educational Leadership*, 20 (4), 22-24. (ERIC Document Reproduction Service No. EJ 421 300)

Written for both administrators and practitioners, this article presents information on why the link between education and successful outcomes for children must be supported by and at the center of youth services. Included are issues such as the current state of service delivery and the importance of schools in this integration, as well as the expanded role of the case manager.

Barr, D. and Cochran, M. (1992). Understanding and Supporting Empowerment: Redefining the Professional Role. *Networking Bulletin: Empowerment & Family Support*, 2(3), 1-8.

Examines the changing role of the professional in relationship to the client. The new role recognizes program participants as prime movers in the empowerment process. Outlined are areas of competency for a worker training program. Included were an understanding of the empowerment process, multiculturalism, group building and development of self-worth.

Bruner, C. (1991). *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services*. Washington, DC: Education and Human Services Consortium.

A discussion of the elements and definition of successful collaboration among policy makers, agencies, and the families they serve. The article outlines strategies of collaboration between their agencies, and a discussion of role of the private sector in collaborative efforts in included.

Bruner, C., Berryhill, M. and Lambert, M. (1992). *Making Welfare Work: A Family Approach*. Des Moines, IA: Child and Family Policy Center.

An assessment of Iowa's Family Development and Self-Sufficiency Demonstration Grant Program. A mock job description, developed

from three different programs, can be found in Appendix D. The outline of the job, position summary, job duties, minimum qualifications and important attributes is included.

Council of Chief State School Officers (1989). *Family Support: Education and Involvement. A Guide for State Action*. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 319 112)

Within this article a case is made for the need for schools to develop strong partnerships with community services to strengthen families and address issues of poverty within education. The premise of the article is that schools can no longer function in isolation to address these problems. Presented are recommendations, a framework, and discussion of the states role in linking the three concepts of family support, family education, and family involvement within the schools.

Freedman, S., and Keenan, R. (1987). *Schools and Communities Working Together to Enrich K-12 Education, #II. Promising Practices in Community Education*. Quincy, MA: Massachusetts State Department of Education, Office of Community Education. (ERIC Document Reproduction Service No. ED 309 286)

Profiles of 30 programs within Massachusetts developing and implementing school and community partnerships. The paper is organized by individual program. Given for each program is a summation of the goals and purposes, who is served and how, and also, barriers and successes in the change process. Included are brief reviews on the effectiveness of each program.

Gardner, Arlene L. (Ed.) (1990). *School Partnerships: A Handbook for School and Community Leaders*. New Brunswick, NJ: Rutgers, The State University of New Jersey, Public Responsibility for Educational Success. (ERIC Document Reproduction Service No. ED 331 899)

This 304 page handbook presents 500 examples of ongoing collaborative efforts across the country. Included are the essential steps and issues involved with organizing collaborations, along with a number of tips for creating successful partnerships. Each chapter includes a list of references and resources, and many useful appendices.

Goodson, B. D., Swartz, J. P., and Millsap, M. (1991). *Working With Families-Promising Programs to Help Parents Support Young Children's Learning-Summary of Findings*. Washington, DC: U.S. Department of Education, Office of Planning, Budget and Evaluation.

Represented here are family education programs that employ collaborative strategies as summarized within a research project. It is contended that the role of parents and home in promoting children's development and achievement is enhanced through these collaborations. Staffing for these programs is outlined with the

various titles, training. Also discusses is the use of paraprofessionals in the field and benefits of collaboration.

Hagans, R., and Nissani, H. (1992). *The Power of Integrating Education and Human Services: Achieving the Potential of the Northwest*. Portland, OR: Child, Family, and Community Program, Northwest Regional Educational Laboratory.

Presents and defines developmental continuum for identifying and defining integration efforts. Given are conceptual terminology useful in discerning various stages of integration efforts and a framework for identifying key elements of these types of efforts. Included are examples of early moves toward integrated efforts in the Northwest.

Jewett, J., Conklin, N. Faires, Hagans, R., and Crohn, L. (1991). *Integration of Education and Human Services Project: Conceptual Synthesis and Review of Community-Based Integration Activity*. Portland, OR: Child, Family, and Community Program, Northwest Regional Educational Laboratory.

In this paper, the integration of human services and education is presented as a response to the goal of creating successful outcomes for children. The criteria for identifying successful integration activity is given along with examples of efforts recognized within the Northwest through this framework.

Liontos, Lynn Balster (1991). *Building Relationships between Schools and Social Services*. (Report No. EDO-EA-91-8). Washington, DC: Office Of Educational Research and Improvement (ED). (ERIC Document Reproduction Service No. ED 339 111).

Within this digest, suggestions and recommendations for starting collaborations between public schools and social service agencies are given.

Mallory, N. J. and Goldsmith, N. A. (Sept. 1990). Head Start Works: Two Head Start Veterans Share Their Views. *Young Children*, 45(6), 36-39 (ERIC Document Reproduction Service No. EJ 415 426)

An informal assessment of Head Start by two veteran workers who discuss basic components which attribute to the program's success. The role of the Head Start staff, their involvement with families, training, and commitment to meeting the needs of the community are identified as key factors in this programs success.

Melaville, A.I. and Blank, M.J. (1991). *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*. Washington, DC: Education and Human Services Consortium.

This article discusses the integration of education, and health and human service agencies in interagency partnerships. The elements of a high quality comprehensive service delivery model are outlined.

The expanding role of the case manager within this partnership is described.

National School Board Association (1991). *Link-Up: A Resource Directory*. Alexandria, VA: Author, Network Operations.

A directory describing collaborative programs linking local school boards with other agencies in order to provide social services to children and families within the public schools. This small book includes a section on how and why collaborations are started, examples of various integration efforts in the schools, and sample policies addressing the issues involved in integration efforts..

Office of Community Education. (1989). *FOCUS ON PARENTS: Strategies for Increasing the Involvement of Underrepresented Families in Education*. Quincy, MA: Massachusetts Department of Education. (ERIC Document Reproduction Service No. ED 335 120)

This article presents strategies schools may employ to encourage parent involvement with their children's education. The use of non-traditional approaches for reaching parents through partnerships with other community agencies is suggested. A creative example is the Parent Information Van. The van visits the families in their community, providing information on parenting, nutrition, health and safety.

Robinson, E. R., and Mastny, A. Y. (1989). *Linking Schools & Community Services: A Practical Guide*. Newark, NJ: Rutgers, The State University, Center for Community Education, pp.1-7 (ERIC Document Reproduction Service No. ED 318 929)

Discusses the process of establishing collaborative partnerships between schools and community service agencies. Imperative to the success of the collaborative partnerships is the neutral facilitator. The role of the facilitator and qualities they should posses are described in this handbook.

Ronnau, J. P. (1990). A Strengths Approach to Helping Family. *Children Today*, 19 (6), 24-27.

This article examines the Family Advocacy Case Management program, a strengths approach model focusing on families solving their problems by utilizing their strengths. Four guiding principles upon which the program is based, provide a framework for the expectations and qualifications of the advocacy worker.

Rubin, R., et al. (1979). Comprehensive Model for Child Services: Parent Education Follow Through Program. Chapel Hill, NC: North Carolina University, pp. 2-21. (ERIC Document Reproduction Service No. ED 181 353)

Based on the premise that child and family do not behave in isolation from each other or impinging environmental systems, the Parent Education Follow Through Program (PEFTP), targets the home environment with the basic assumption that success in this environment will lead to success in other environments as well. Parents play a major role in this program; as teachers, paid paraprofessionals, decision makers, policy advisors, adult learners and volunteers. This facilitates their children's education as well as their own.

San Diego City Schools, Office of the Superintendent. (July 1990). *New Beginnings: A Feasibility Study of Integrated Services for Children and Families. A Final Report and Appendices.* San Diego, CA: San Diego City Schools Education Center. (ERIC Document Reproduction Service No.ED 329 361).

A formal report based on a needs analysis performed within the County of San Diego at Hamilton Elementary School, which is located in a densely populated, multi-ethnic neighborhood. The survey was designed to investigate a number of areas related to service delivery and accessibility, including the question of whether or not the service delivery system can be made more responsive to the needs of families. Summary of findings suggest a system of integrating services for children and families. Extensive appendices on budgets, and related research are included.

Seattle Public Schools. (1991). An example program: Family Support Worker Program. Seattle, WA.

A school based program, funded and administered in a partnership between the City of Seattle, the school district and United Way. Delivery of service is through service workers known as Family Support Workers. The role emerges as a liaison between the community and school resources for children and families at risk with the service tailored to the needs and demands of all concerned.

Snyder, G., et al. (1984). *Preventing Alcohol Problems Through a Student Assistance Program: A Manual for Implementation Based on the Westchester County, New York Model.* Rockville, MD: National Institute on Alcohol Abuse and Alcoholism (DHHS). (ERIC Document Reproduction Service No. ED 264 495).

Based on an employee assistance program model found in industry, the Westchester County Student Assistance Program was established to provide primary prevention and intervention services for teenage alcohol users and abusers. the student assistance counselors job description is outlined, including the qualifications for the position.

U.S. Department of Health and Human Services. (1986). *The Head Start Home Visitor Handbook: Building a Home-Based Program* (DHHS Publication No. OHDS 87-31538). Washington, DC: U.S. Government Printing Office.

This handbook discusses the role and expectations of a Home Visitor employed by Head Start. Examples of how to function in this capacity within the dynamics of the family are demonstrated throughout. A listing of the skills, desired characteristics and functions of a Home Visitor are included.

Weissbourd, B. (1987). Design Staffing and Funding of Family Support Programs. In S. L. Kagan, D. R. Powell, B. Weissbourd, and Z. P. Edward (Eds.) *America's Family Support Programs-Perspective and Prospects* (pp.245-268). New Haven and London: Yale University Press.